

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Explain what resilience means and give an example of it.
- Share a time they bounced back from something hard.
- Use strategies to keep going even when they feel frustrated.

MATERIALS

- Chart paper or whiteboard
- Markers
- Soft foam ball or beanbag
- Bounce Back template (one per student)
- Crayons/colored pencils
- Rubber band for demonstration

ESSENTIAL QUESTIONS

- What does it mean to “bounce back” from a mistake or challenge?
- How can we keep trying when something is hard?
- Why is it important not to give up?

CHECK-IN / WELCOME (5 MINUTES)

Say: “Today we are going to learn about something called resilience. Resilience means not giving up and ‘bouncing back’ when things are hard. Just like a ball bounces back when it hits the ground, we can bounce back from mistakes or tough times too!”

Ask: “Raise your hand if you’ve ever had to try something more than once to get it right. What was it?”

- Examples: tying shoes, learning math facts, riding a bike.

Write a few responses on the board: “These are all times you showed resilience!”

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask:

- “What does it feel like when something is hard and you can’t get it right at first?”
 - frustrated, upset, mad
- “What can we do when something feels really hard instead of giving up?”

Write their ideas on chart paper under: “How to Bounce Back”

If needed, prompt with examples:

- “Take a deep breath.”
- “Ask for help.”
- “Practice more.”
- “Say something kind to yourself like ‘I can do this!’”

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Mini-Visual Aid: Hold up a rubber band.

- Say: "See this rubber band? When it stretches, it bounces back. Resilience is like that. We might feel stretched out or challenged, but we can bounce back!"

ACTIVITY: BOUNCE BACK BALL (20 MINUTES)

Instructions:

- Sit students in a circle.
- Hold up a soft ball and say, "When you catch the ball, share a time you 'bounced back' after something was hard. Then toss it to someone else."
- Sentence Starter (put on board): "I bounced back when _____."

Examples to model first:

- "I kept practicing my spelling words until I got them right."
- "I lost a game, but I practiced and tried again."

If a student can't think of one, prompt:

- "What's something you might try again this week?"

Say: "Now, draw a picture of yourself bouncing back! It could be you practicing something, asking for help, or trying again."

- Passout Bounce Back Ball templates

Encourage sharing: Invite 3 to 4 students to show their drawing and explain their "bounce back" moment.

WRAP-UP (5 MINUTES)

Say: "Today we learned that resilience means bouncing back when something is hard or when we make mistakes. When we keep trying, we get stronger!"

Challenge:

"This week, if something feels hard, remember: I can bounce back! Can anyone share one thing they might bounce back from this week?"